

# INSTITUTE OF INTERNATIONAL EDUCATION



## A CRITIQUE OF THE REPORT OF THE LEAGUE OF NATIONS' MISSION OF EDUCATIONAL EXPERTS TO CHINA

By

Stephen Duggan, Ph.D., LL.D., Litt.D.

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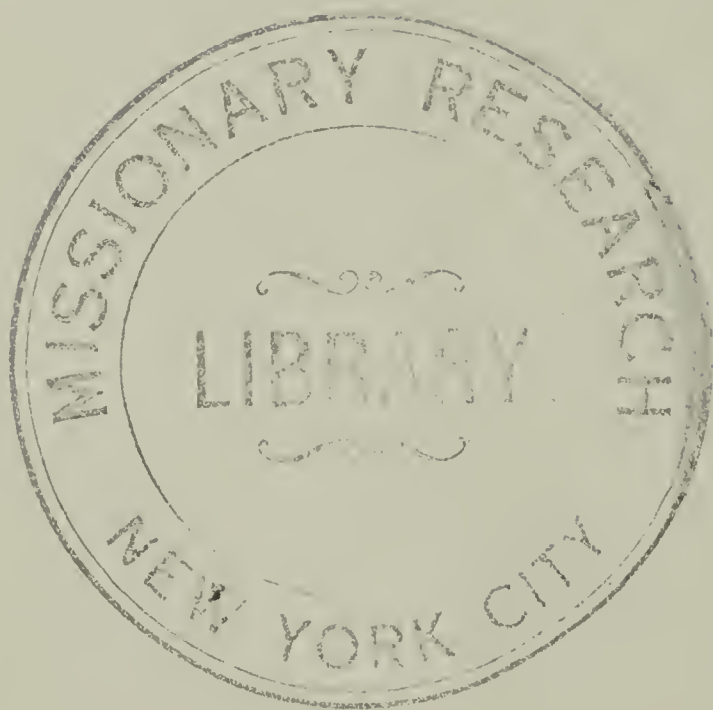
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## FOREWORD

The critique which follows does not pretend to be an exhaustive analysis of the report of the League of Nations Educational Mission to China. It is directed primarily at a few positions taken by the Mission which seem to the writer untenable and secondarily to a brief discussion from an American educator's standpoint of some of the Mission's conclusions and suggestions concerning the system of education in China. Some points of emphasis may appear unnecessary to an American educator. It is possible, however, that the critique may be read by foreigners not so familiar with our system.

The author of this critique is a member of the American National Committee on International Intellectual Cooperation and a Director of the League of Nations Association. This is mentioned merely to emphasize that his criticism of the Mission's report is naturally made in the friendliest spirit.

The critique has been submitted for comment to a few educators particularly qualified to pass judgment upon its contents: Professor I. L. Kandel of Teachers College, Columbia University, our most eminent authority on Comparative Education; Professor Charles H. Judd, Dean of the School of Education of the University of Chicago; Professor Henry W. Holmes, Dean of the School of Education of Harvard University; and Professor Philip R. V. Curoe, Professor of Education at Hunter College, New York. It was read by Dr. A. L. Warnshuis, the Secretary of the International Missionary Council from the standpoint of an expert in the field of missionary education, and by Dr. Chih Meng, the Associate Director of the China Institute in America, who was educated partly in China and partly in the United States. These gentlemen made very helpful suggestions, but any defects in the critique are to be ascribed only to the author, who is alone responsible for the ideas and for the way in which they are presented.

S. D.



A CRITIQUE OF THE REPORT  
OF  
THE LEAGUE OF NATIONS' MISSION OF  
EDUCATIONAL EXPERTS TO CHINA

By STEPHEN DUGGAN, Ph.D., LL.D., Litt.D.  
Director of the Institute of International Education

The League of Nations Mission of Educational Experts\* to China has recently issued its report entitled "The Reorganisation of Education in China." It is a fine document whose contents will be of value not only to China but to all other countries attempting to reorganize their political, social and economic life primarily through the instrumentality of education. The great majority of its recommendations can receive the hearty approval of educators throughout the world. In fact, though directed to a country in the throes of a transformation of its national life, many of the recommendations can be applied to all other countries, even to those with the most advanced and progressive systems of education. The writer wishes to emphasize his admiration for the work of the Mission and his hearty acceptance of the majority of its conclusions and suggestions. But he wishes also to express his dissent from some of the arguments used in support of the conclusions and to give the reasons why in his belief a still stronger document might have been forthcoming.

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I.

Regret must be expressed that no representative of the United States was included in the membership of the Mis-

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\* The Mission was composed of Professor Carl H. Becker of the University of Berlin, formerly Prussian Minister of Public Education; Professor M. Falski, Director of Primary Education at the Polish Ministry of Public Education; Professor P. Langevin of the Collège de France; Professor R. H. Tawney of the London School of Economics and Political Science; assisted by Mr. Frank P. Walters, Head of the Secretary General's Office, League of Nations. This Mission was later joined in China by Baron A. Sardi, representing the International Institute of Educational Cinematography, and by M. Henri Bonnet, Director of the International Institute of Intellectual Cooperation.



sion. Not because of any right. In 1920 the United States refused to accept the duties and responsibilities which accompany membership in the League and Americans cannot, therefore, complain of such omission. That the United States is not a member, however, has not prevented the League from inviting the United States to be represented on its most important commissions such as the Disarmament Commission and the Economic Commission. The United States, because of its wealth, power and influence, occupies so important a place in the fields of human activity with which those commissions deal that of necessity it must be consulted on such aspects of world affairs. The writer believes that to an equal extent was it important to have American opinion expressed in any recommendations concerning the reorganization of education in China. The Mission was undertaken under the auspices of the International Committee on Intellectual Cooperation which includes a distinguished American scholar in its membership. Though that Committee has had a decade of existence, the Educational Mission to China is its first major undertaking. It seems to the writer that the failure to appoint an American on the Mission was a mistake. There are several reasons for this opinion.

Throughout the report attention is drawn to the predominant part played by American influence on education in China. This is correct, but the report gives no evidence that the Mission was aware of the great influence of Japanese education in China. After the defeat of China by Japan in the war of 1895, Chinese students in considerable numbers studied in Japanese universities. This movement became a veritable flood after 1905, when the prestige of Japan was so enhanced by her defeat of Russia, and it lasted down to the outbreak of the World War. In 1908 there were as many as 10,000 Chinese students on government scholarships in Japanese universities and, it is estimated, as many private students. Many of these students became teachers upon returning to their own country and influenced education in many respects, especially elementary education. Many Chinese students have studied also



in France and Germany but they have not exerted a very great influence in bringing French or German educational ideas to Chinese education.

The American schools, originally of a missionary character, though many of the most influential have since become independent, were the first in the field, the earliest of them having been founded almost a century ago (1835). They introduced the American conception of educational organization and administration and grew so rapidly in number and strength as to overshadow in influence the schools of any other foreign country. It is hard to over-emphasize the importance of the American schools before the Revolution of 1911 in preparing young men for leadership in the newly established Republic. Certainly the old system of Chinese education, as the Mission's report rightly says,\* did not give any such preparation. Moreover, thousands of Chinese students had studied in the institutions of higher education in the United States. Especially after 1908, when the American government returned the Boxer Indemnity to China, which was devoted to educational purposes, was this American influence upon Chinese life and education greatly strengthened. It is enough perhaps to mention that six of the ten members of the Nanking cabinet today are graduates of American universities and that hundreds of American college alumni occupy important positions in official and business life. This long and intimate experience of Americans with education in China has naturally resulted in much imitation by the Chinese of various aspects of the American system of education.

The part played by Americans in educational activities in China has been duplicated by a similar experience in the Near East. The widely scattered institutions that Americans have founded in that region have been of the greatest influence in spreading a knowledge of western civilization and of progressive ideas. Robert College and the Constantinople College for Women, now united in the University of Istanbul, did much to supply the Balkan countries

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\* Page 24.

with leadership in the fifty years preceding the World War. Until after that conflict Moslem students did not attend those institutions because of their distinctively Christian character. Now, due to the willingness of the colleges to conform to the Turkish Government's regulations prohibiting prescribed religious teaching, a majority of the students are Moslems. The colleges are now making as great efforts to serve the Turkish Republic in its endeavor to make a western orientation as they did in the past to assist the Balkan countries. Because of their freedom from all political entanglements, unlike in that respect most of the schools of other foreign countries, they are highly regarded by the Turkish people and government. China can learn much from Turkey's experience in transforming itself from a medieval feudalism to a modern state. In doing so the Chinese will discover that the important part played by American institutions of education in their own country has been duplicated in Turkey. An American member of the League's Mission could have facilitated this discovery.

The writer was a member of the Philippine Educational Commission which, in 1925, made a survey of the educational system introduced by Americans into the Islands after they became American territory in 1899. Upon the completion of his work, he returned to the United States via China, and the Trans-Siberian railroad. His stay in China was all too short, but it was long enough to enable him to appreciate the possibilities of accomplishment in China if more of the educational ideas and methods that Americans had introduced into the Philippines were adopted by the Chinese. Allowing for the difference in size and age, the resemblance between the Philippines and China in regard to educational advancement was very evident. For three centuries the Islands had been under the control of Spain and the Spaniards had introduced their system of education. But they had left the mass of the people practically untouched and the education provided for the upper classes was in 1899 rigid, scholastic and devitalized. In that year the Philippines were no further advanced than China



in educational affairs and the achievement in the Islands since that time, while leaving much to be desired, has been truly remarkable. The most gratifying feature of this achievement is that it has been made chiefly by the Filipinos themselves, for after the initial stimulus by Americans in the first decade, the Filipinos, to a great extent, took over the administration of their own schools. In all probability the League of Nations Educational Mission would have found the report of the Philippine Educational Commission an illuminating document. At any rate, an American member would have apprised his colleagues of its findings.

The fact that no reference is made in the report of the Mission to Professor Paul Monroe's "Report on Education in China" leads to the belief that the Mission had not seen it. Professor Monroe is the recognized authority in the United States on Chinese education. He is a member of the board of trustees of several colleges in China and is one of but four Americans invited to serve as a trustee of the China Foundation established by the Chinese government when the United States returned in 1924 the remainder of the Indemnity Fund that had been retained by it in 1908. Professor Monroe visits China almost every year and confers with its governmental and educational leaders upon the social and educational problems that confront them. Professor John Dewey and Professor Monroe are the only foreigners who are honorary trustees of the Chinese "National Association for the Promotion of Education", the most influential educational organization in China. In 1922 Professor Monroe was invited by representatives of most of the government institutions of higher education and by the most important educational associations to deliver a course of lectures on education in the chief centres of learning in China. Upon his return to the United States his report upon educational conditions was deemed so valuable that the Institute of International Education published it under the title "A Report on Education in China". The breadth of Professor Monroe's analysis of the complicated



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educational problem facing China is illustrated by the following quotation taken from the beginning of his report:

“Among the great questions which the nation is facing are:

How much of the ancient culture should be preserved?

How much of the Western culture should be added to it?

Subordinate to these are the related problems:

Can these two elements be given through the native language?

Can they be united into a homogeneous structure?

Can the ancient language be simplified so as to make a general education of the masses of the people possible?”

Due to the fact that Professor Monroe did not undertake the detailed analysis made by the League of Nations Educational Mission, his report is but a fifth of the size of the Mission's. But the astonishing feature of the two reports is the great similarity of their findings. The emphasis placed by the Mission upon the same needs stressed in the Monroe Report is an indication of the persistent nature of the difficulties facing Chinese educational leaders.

Stimulated by Professor Monroe's report, the Director of the Institute of International Education in 1924 invited a group of eminent educators to a conference in New York to consider the problem of the returned Chinese student. The group included Professor Monroe, President Frank Goodnow of Johns Hopkins University, President E. D. Burton of the University of Chicago, President Ellen Pendleton of Wellesley College, President Mary Woolley of Mount Holyoke College, President Ada Comstock of Radcliffe College, Professor William F. Russell, now Dean, and Professor I. L. Kandel of Teachers College; Professor Adam Leroy Jones, Director of Admissions of Columbia University, and Professor Lucius Porter, now Professor of Philosophy at Yenching University in Peiping. President

Charles K. Edmunds of Canton Christian College and President Leighton Stuart of Peking Christian University, represented the missionary institutions. Three visiting Chinese scholars gave their aid in the discussion. Practically all these educators had been in China, some had occupied important posts in that country and some had been engaged in educational surveys there. While the conference considered many aspects of the Chinese educational problem, it devoted its attention primarily to the denationalization which frequently resulted from too prolonged a stay in the United States by undergraduate Chinese students. The conclusion arrived at, which is confirmed in the report of the League of Nations Educational Mission,\* urged the Chinese students to secure their general education in their own country and to come to the United States only for post-graduate work of a specialized kind. China was by no means so unified in 1924 as it is in 1933 and the conference could not transmit its conclusion to a central government such as now exists at Nanking. It had to content itself with addressing individual institutions. It may, therefore, have had but little influence. But it is true that in 1929 the Boxer Indemnity students sent to the United States were for the first time composed exclusively of graduate students. It may be mentioned in passing that practically all the members of that conference are still active in educational work in the United States. Any one of them would have been a most valuable addition to the League of Nations Educational Mission.

The League of Nations Educational Mission to China was preceded by only a few months by the Laymen's Foreign Missions Inquiry sponsored by the seven most important Protestant denominations in the United States. This body of eminent scholars, of which Dr. Ernest Hocking, the distinguished professor of philosophy at Harvard University, was chairman, and which included in its membership such well-known educators as Dr. Clarence A. Barbour, President of Brown University and Dr. Frederic C. Wood-

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\* Pages 173-174.



ward, Vice-President of the University of Chicago, has made a report on conditions in India, China and Japan. While the report devotes much space to an analysis of the social, religious and political conditions in each of those countries, a large part of it is taken up with an appraisal of education not only in the missionary institutions but in the national institutions as well. The report is as remarkable and important a document as is the report of the League of Nations Mission and it confirms many of the most important findings of the latter. It is to be hoped that it may receive careful consideration from Chinese educators who are contemplating reforms in their educational system.

In sum, because of the long record of American educational work in China, because of the suggestive value of American experience in the Near East, in the Philippines and elsewhere, and because of the pertinence for China of several American inquiries and reports, it can hardly be doubted that an American member of the League's Mission would have been an asset to its labors and to the validity of its recommendations.

## II.

Chapter II of the report is largely devoted to a consideration of American influence upon Chinese education. As it is the part to which the writer wishes to direct his chief criticism, it will be necessary to quote somewhat liberally:

"The old Chinese traditions are rightly considered out of date. Most of the springs of China's high civilisation have run dry. . . . It is true that China cannot be modernised without the exploitation of foreign civilisations, but the danger of merely mechanical imitation cannot be overstressed. And with the tendency to copy from one model, and one model only, the risk of imitation pure and simple is increased."\*

"In order to develop these theses, it is necessary to lay particular stress on the remarkable, not to say alarming

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\* Page 24.



consequences of the excessive influence of the American model on Chinese education.”†

“At bottom, we always find the American conception of education, a conception differing from that found in the countries of Europe. . . . There are extremists who would like to see China Americanised. In view of this, we consider it indispensable to thrash the question out more thoroughly.”‡

“The fundamental problem which arises in regard to education in China is not a question of imitation but of creation and adaptation.”‡

“The four members of the Mission, representing four different springs of European culture, came to the conclusion that the cultural conditions of Europe are more suitable than American conditions for adaptation to Chinese requirements because, precisely, American civilisation has developed *in spite of* a total absence of local traditions, whereas, European, like Chinese civilisation, must always take account of local traditions dating back thousands of years. There should be no misunderstanding here; we do not wish to see European educational methods substituted for those imported from America.”\*

The writer has tried to give the essence of the Mission's thesis and he hopes he has done so fairly and objectively.

Too much emphasis can hardly be placed upon the high character and scholarship of the members of the Mission. Nevertheless, without an American member with whom they could constantly consult, it is doubtful whether the Mission was qualified properly to evaluate American civilization. Dr. Becker, the distinguished former Minister of Education of Prussia, visited the United States in 1930 and the writer had the pleasure and honor of arranging for his lectures at American universities. He came well qualified by preparation and experience to study American education. But he was with us, unfortunately, but two months

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† Page 25.

‡ Page 28.

\* Page 28.

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and had no time to make careful observations of various aspects of American education, especially of elementary and secondary education. This is equally true of the distinguished English economist, Professor Tawney, who was invited by Amherst College to be its visiting professor in the scholastic year 1919-1920. The eminent physicist, Professor Langevin of Paris, visited the United States in 1904, but only to attend an international conference. Professor Falski of Warsaw, the Polish educational administrator, made an equally short visit to the United States in 1930.

A great deal can be learned of a foreign civilization by means of the written word and it can be assumed that the members of the Mission would not have ventured to advise the Chinese "that the cultural conditions of Europe are more suitable than American conditions for adaption to Chinese requirements" without as careful a study of American civilization as can be made from written sources. But the immense size of the United States must never be forgotten. Any one of the native countries of the members of the Mission, Germany, Poland, France and Great Britain, can easily fit inside the state of Texas alone. Moreover, unlike those countries, this great area is divided into regions differing widely in climate, resources and occupations, such as farming on large and small scale, ordinary and dry farming, manufacturing, mining, grazing and commerce. Fortunately, our constitution places education in the control of the states, not the federal government. We have, therefore, a decentralized system which despite a general uniformity in educational organization permits different areas engaging in experiment to fit the educational system to the needs of the particular region. This has been done. America is the land of educational experiment. The point to be emphasized is that China resembles the United States in being also a country of great extent, with areas differing in topography, climate and resources. It is to be hoped that when the means of transportation and communication are more fully developed in China, it also may organize a system of education which will be characterized by general uniformity tempered by conformity to local needs.



The writer has dwelt upon this aspect of the problem because he is convinced that very few foreigners are aware of the many difficulties in attempting to evaluate American civilization. It is possible that, generally speaking, "American civilisation has developed *in spite of* a total absence of local traditions". Yet some parts of the United States which were first settled, viz., some parts of New England and the South, have maintained local traditions for three centuries and have expanded their influence to a great extent to the newer regions of the United States. If it is recalled that the most valuable analysis of American civilization made up to the present is that of Lord Bryce, formerly British Ambassador to the United States, it must also be recalled that *The American Commonwealth*, to the writing of which he devoted five years, was written after several quite prolonged visits to the United States which covered all parts of the country and after careful research as to its traditions and institutions.

### III.

However, the writer has no desire to dwell upon the capacity of the members of the Mission fairly to evaluate American civilization. The important question is to what extent they are right in stating that "the cultural conditions of Europe are more suitable than American conditions for adaptation to Chinese requirements because, precisely, American civilisation has developed *in spite of* a total absence of local traditions, whereas, European, like Chinese civilisation, must always take account of local traditions dating back thousands of years". But if "the old Chinese traditions are rightly considered out of date", and if "most of the springs of China's high civilisation have run dry", it is a question whether the analogy of Chinese to European traditional civilization is of much value to the Chinese in enabling them to determine national objectives. Not only are the remnants of feudalistic institutions found everywhere in Europe forming obstacles to reform and progress, but many European traditions are impregnated with a



feudalistic spirit sadly at variance with the spirit needed in the twentieth century. The writer is one with the Mission when it asserts "China is a country of long established traditions, and no country has ever sacrificed the whole of its historical culture without suffering the most baneful consequences".\* To recommend such an attitude would be to confer no boon upon China. But if China is to survive in the twentieth century she must of necessity modify her institutions and her traditions in such manner as will enable her to meet the demands which a fluid and dynamic civilization founded upon scientific concepts and technical equipment places upon all nations today. The famines, floods, droughts, and plagues which afflict China, the control of which is of primary significance if she is to enhance the material and spiritual welfare of her people, demand improvements in transportation, communication, sanitation and industry. Such improvements are the achievements of the nineteenth century. A knowledge of them cannot be obtained by a study either of Chinese traditionalism or of European feudalism of previous centuries. It is primarily because American civilization is founded upon these achievements to a greater extent than any other that the writer believes that the cultural conditions of the United States are quite as suitable as European conditions for adaptation to Chinese requirements. This belief is strengthened by the following impressive statement of the Mission found near the close of its report:

"But in view of the imperative and urgent necessity of modernising social and economic conditions in China, the main object of the education of the masses should be to point out the road leading to modernisation. It would not, therefore, be advisable, as is at present the practice, to explain everything in terms of the past, but rather to give prominence, as the Russians do when giving object lessons, to the needs of the future. In China the future is too often neglected, both in the education of the young and in adult education. This is perhaps due to the highly developed historical sense of the Chinese; but if China is to be rapidly modernized, men must look forward rather than back."†

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\* Page 26.

† Page 192.

## IV.

The burden of the Mission's report is that China must develop a system of education appropriate to Chinese needs and culture and that a serious mistake has been made in borrowing and building on the American pattern. The report concludes with a recommendation that the Chinese undertake a study of European school systems, text-books, curricula, etc. It may at least be said that the Chinese *voluntarily* adopted the aspects of the American system of education to which the report objects. It would be interesting to learn from Professor Tawney, an Englishman, whether his concern at the "alarming consequences" to China of such imitation was prompted by the knowledge of what many Indian educators maintain are the "alarming consequences" of British education in India which, they assert, was not voluntarily adopted but was imposed upon them a century ago as the result of the recommendations of Lord Macaulay. It would also be interesting to learn from Professor Langevin, a Frenchman, whether his concern was prompted similarly by a knowledge of the fact that the highly centralized and rigidly administered system of education in Japan, borrowed almost *in toto* from France, has called forth repeated demands by progressive Japanese educators for reform in the direction of a general loosening up.

The fact is that the idea of adaptation as an educational principle is new. Before the World War practically no one emphasized the principle that a national system of education is meaningless unless it grows out of the cultural traditions and is adapted to the environment and present needs of the country concerned, and that it is ineffective if borrowed by, transported to, or imposed upon an alien culture and civilization. The Educational Year Book of Teachers College, unquestionably the best annual in the field of international education, devoted the 1931 issue to the study of Education in Colonial Dependencies of France, Great Britain, Italy, Japan, and pre-war Germany. One fact that emerges conclusively is that the principle upon



which all those nations built in establishing educational systems in their dependencies has been assimilation and that the idea of adaptation to local environment scarcely appears. Since the World War American educators who have been familiar with the problems of China have urged the Chinese to modify their system in conformity with the latter principle. They have encouraged Chinese graduate students studying education in American universities to return to China by way of Europe in order to compare the American system with those of European countries. To criticize either Chinese or American educators for not building upon the principle of adaptation is to joust at a straw man.

V.

In addition to its generalization that cultural conditions in Europe are more suitable than American for adaptation to Chinese requirements, the Mission's report condemns specific American educational methods introduced into Chinese education which together have resulted in the "alarming consequences" emphasized by the report. Attention can be given in this brief critique only to those considered by the Mission the most glaring.

The head and front of American offense is the "credit" system.\* In the secondary schools and colleges of the United States a "credit" is attached to each hour of class work per week, the hour of class work presupposing previous study or laboratory work usually of two hours. In order to graduate from the secondary school and later from the college, a student must accumulate a certain number of credits, usually thirty per year or a total of one hundred and twenty for the four years duration of the course in either institution. The Mission's criticism that an arithmetical accumulation of credits attached to unrelated subjects will never give an education complete in itself is wholly justified and it is valid for most secondary institutions in the United States. But the Mission is apparently unaware of the revolt against the credit system which has

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\* Page 104 et seq.



characterized American education during the past decade. In all good colleges the "group" system of studies has been introduced, i.e. a student must select as his major interest a group of related studies such as natural sciences or social sciences or languages and from among a small number of minors to prevent too intensive specialization. Moreover, some of these institutions have also adopted "honors courses", i.e., when a student has shown sufficient ability and interest to follow a line of study without the prescribed supervision ordinarily demanded, he is encouraged to do so and the credit system is disregarded. To these departures from the credit system must be added the general examination at the close of the college course which is in process of adoption by the best colleges. If space permitted it would be interesting to describe all the changes introduced into college education in this matter by progressive institutions. The reform in the credit system has been most pronounced in the colleges and as yet has made little headway in the secondary schools. It has recently affected them, however, and under the stimulus of progressive educators may be expected to make increasing headway.

But because progressive educators in the United States are discarding the credit system *per se*, it must not be concluded that they believe that that system has not in its time served a good purpose. The writer remembers that a generation ago when public secondary education was in its infancy in the United States there had been established in his native state of New York, high schools of various kinds, good, mediocre and poor: some with a two, some with a three, some with a four years' course. There was no uniformity in organization nor standard of excellence. The credit system was introduced to do away with that condition of things and it has been successful. But it takes a long time for such a reform to be adopted in a country of such wide area and diverse conditions as the United States. Uniformity of standards now exists in the secondary schools and colleges throughout the country. The credit system has done its work and should be supplanted by a better system. As has already been indicated progressive Amer-

ican educators, while retaining all the advantages of that system, have supplemented it by a number of other devices which eliminate most of its disadvantages. The pressure of intelligent opinion in educational circles will unquestionably result in the gradual assimilation of the reformed system by all our institutions.

Without an American member to inform it, the League of Nations Educational Mission was in all probability unaware of the history of the credit system and the valuable work it performed in the past. Otherwise it might have been less emphatic in its condemnation. For the Mission's report repeatedly bewails the lack of uniformity in the organization of China's schools and universities and the resulting low standards of scholarship found in considerable numbers of them. The Mission suggests a substitute for the credit system: "The arrangement under which students graduate by accumulating 'credits' throughout their university course is open to serious criticism on educational grounds. The Ministry should aim at substituting for it, as soon as is practicable, a system under which graduation takes place as the result of a final examination".\*

It is entirely possible that the credit system should be supplanted by some other in China's educational institutions, but it would be very doubtful wisdom to accept the Mission's suggestion as the sole substitute. The writer in his position as Director of the Institute of International Education has some two hundred fellowships generously placed at his disposal by the colleges and universities of the United States for the benefit of foreign students. In exchange, universities in the continental European countries have granted an equal number of fellowships for American students. Every fellowship holder is requested to make two frank reports to the Institute of his experiences and observations in the university in which he studied, one at the end of the first semester, the other at the end of his year of study. The American students, all of whom are graduates of colleges, very frequently criticise the American

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\* Page 185.



credit system in their first report because it requires careful supervision of the student's work which sometimes becomes excessive. They just as frequently criticise in their second report the European system of graduating students solely as the result of a final examination. The latter criticism is due to the fact that they observe considerable numbers of students who neither attend lectures nor engage in steady study throughout the year but rely upon a period of intensive cramming just before the final examination in order to succeed in passing. It is questionable whether the final examination system any more than the credit system results in the unified knowledge that the Mission properly insists upon. Young Chinese human nature is probably about the same as young European. As the Mission insists that Chinese students already devote too much time and effort to cramming, it would seem advisable for Chinese educators carefully to study the problem before discarding the credit system for that of final examinations. In all probability the best system will result from a union of elements taken from both.

. . . . .

The second aspect of American education which the Mission's report condemns is the excessive amount of attention given to the science of education in the preparation of teachers. The Mission approves of pedagogy having an important place in the training of teachers but considers that to make it so detailed as to demand a study of psychology, methodology, school management, hygiene and other branches of the science of education, is to require too much. With this position many American educators agree and the great importance attached to the science of education in the preparation of our teachers is today a matter of controversy. Unfortunately the Mission's report places the over-emphasis in a field where it is practically non-existent. It says, "An ever increasing number of educators are constantly being released by the universities, that is to say secondary school teachers familiar with all the subjects covered by the science of education and who have not specialized in



one or other of the subjects comprised in the programme of studies. Without exaggeration it has been said that many of these men 'know how to teach what they do not know themselves'. This is not said jokingly; it constitutes the entire problem of teacher training".\*

Alas! the reverse is true. One of the chief faults found with university influence upon our colleges and secondary schools is that the universities are sending into those institutions men and women holding advanced degrees as the result of detailed specialization in some one branch of learning but almost wholly ignorant of any pedagogic training. It is only in a few of the larger cities that both specialized knowledge of some one subject *and* a knowledge of pedagogy are required as qualifications to teach in the secondary schools. As to the colleges, practically all would disdain to have anything to do with a knowledge of the science of education as a qualification for a teaching position. The study of the subjects listed in the previous paragraph as prerequisites to a teacher's license is required chiefly of teachers in the elementary schools. The detailed knowledge of these and other branches of the science of education is demanded of principals of schools, supervisors of studies, directors of departments, superintendents of city school systems and holders of important administrative positions generally. Hence the following statements will meet with general dissent in the United States: "The result, in spite of all efforts to perfect pedagogical technique, has been a general lowering of the scientific standard of secondary-school pupils, and such a state of affairs is most regrettable. . . . China has adopted American educational science with as much enthusiasm as that shown in welcoming anything new and anything American, and in the system of public education in China, which led to such serious consequences for American culture itself".† American education has indeed adopted educational devices which unfor-

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\* Page 119.

† Page 120. The second sentence seems confused. However, it is quoted verbatim from the report.

tunately have "led to such serious consequences for American culture itself" and possibly even to "a general lowering of the scientific standard of secondary school pupils", but a demand for a detailed knowledge of the science of education by secondary school teachers is not one of them.

The lack of understanding by foreigners generally of American civilization and education to which reference has already been made is shown in the Mission's discussion of this question of the science of education. Because there existed no strong central official control, whether federal or state, leadership in the development and guidance of education was assumed by a number of nationally recognized centres for the study of education. From this situation there developed the progressive expansion of the science of education adapted not merely to the preparation of teachers but to all aspects of educational organization. In continental Europe on the other hand, relatively little experimentation was possible under the rigid official system. The science of education is, therefore, essentially an American creation much in advance of anything in its field that has obtained currency in Europe. Of course there have been mistakes and excessive enthusiasms in the development of the scientific study of education in America and there is now a tendency to protest against some of the external requirements for the taking of courses in education which have been imposed on teachers by state authorities. There is, nevertheless, a widespread recognition that the progress of education can best be promoted by applying scientific methods to its problems, and a great deal has been accomplished already in the United States in this direction.

A confused understanding of the situation is also shown in the comparison made in the Mission's report of Teachers College, Columbia University, with the *Ecole normale supérieure* of France and the seminars for the training of secondary school teachers in Germany. These institutions exist for the sole purpose of training teachers for the secondary schools of France and Germany, respectively. This



is only a small part of the aim of Teachers College which is directed to the advanced study of all phases of education. There is no institution just like it anywhere outside the United States though the Institute of Education of the University of London, which was inaugurated last September, is planned on similar lines.

## VI.

It is important now, to examine the recommendations of the report to which general assent can be given and to consider to what sources Chinese educators might turn for assistance in realizing them.

The report states "The first question that arose when we were invited to submit our proposals for administrative reforms was as follows: Should administration be centralised or decentralised? This problem . . . raises also the question of cultural self-government or autonomy".\* The Mission wisely states "The problem is really a political one, and can only be settled by the Chinese people themselves".\* The Mission gives excellent reasons, however, for leaning towards increased centralization, whereas the writer would prefer a system by no means identical with but more nearly akin to that of the United States where the Office of Education of the central government has only advisory functions. But he is wholly at one with the Mission in its advocacy of stimulating the founding of auxiliary organizations composed of interested persons which might arouse increased attention to education among the masses of the people and possibly lead to suggestions for valuable reform in its administration.

In this matter Chinese civilization is far more like American than European. In the countries of continental Europe all eyes are turned to the state for help. The church was everywhere and is still in some countries state supported. The university is a state institution. Reforms in social and political conditions are expected to come from the state. In the United States, largely because of its heritage from a

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\* Page 43.



pioneer period in which people had to look out for themselves, reforms of all kinds, political, social, educational, are undertaken by spontaneously organized groups of people without any official sanction or even cognizance. If the reform is proved to be necessary and practicable it is often taken over by the government and incorporated into the official agency. The number of such voluntary organizations of all kinds in the United States is always a matter of astonishment to the foreigner. They explain to a great extent the dynamic character of American civilization. Unquestionably, some of the finest reforms in education have resulted from the experiments undertaken by voluntary organizations and the Chinese may receive many suggestions from a study of their history. The Chinese will appreciate their importance all the more because they themselves are much given to organizing for self-help. That is a characteristic of their civilization which, like the American, is fundamentally democratic in its organization.

. . . . .

China resembles America and also Great Britain, but differs from Continental Europe in not having one dominating state system of education which leaves little room for any competing system. In the United States, in addition to the public schools, there exist parochial school systems under church control such as that of the Roman Catholics or Lutherans, and a multiplicity of private schools. All these are permitted freely to carry on their programs of education with the sole qualification that they measure up to the minimum standard demanded by the state department of education. To the resulting competition and as mentioned above to experiments undertaken particularly by the private schools, American education owes a tremendous debt. Likewise in China, in addition to the government schools, there are mission schools and private schools which are permitted to carry on their activities so long as they conform to government regulations. They, too, have made contributions to the improvement of education in China and it is to be hoped that their existence may

not be endangered in any general reform that may be introduced.

The report rightly maintains that "The speedy increase of the extension of primary-school education has, in these circumstances, become one of the foremost problems in the educational policy of the latter country [China]".\* Throughout the report, condemnation is rightly passed on the excessive attention given to secondary education as not conforming to the essential and practical needs of the Chinese people. Moreover, the chief evil of elementary education in China is accurately set forth in the report, viz.: the fact that practically every village, no matter how small, has its own school and that in the more conservative villages there are found two, one for boys and the other for girls. In these one-teacher schools are found pupils of all ages and grades, though in many the number of pupils is lamentably small. In this matter China is passing through a transition very similar to that through which the United States passed. The "little red schoolhouse" maintained by every village in the United States was throughout the nineteenth century regarded by most Americans with great pride as the chief source of their national strength. A greater knowledge of child psychology and school administration taught the wisdom of sending a bus around to gather the children of several villages into one central school in which each grade would be in charge of a trained teacher. This is the practice in all the progressive states of the Union and is in process of adoption by the others whenever funds permit.

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A similar observation may be made regarding the rational utilization of schools, a matter which gave the Mission great concern. The report states "Considering the great lack of schools in China and the large number of children that from year to year cannot obtain access to those there are, it is astonishing what little advantage is on the whole taken of the schools and means of education actually at the country's

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\* Page 78.



disposal".\* This was once also true of the United States. The elementary schools were open five hours a day for five days a week, except in the summer, when they were closed altogether. In the large cities, where population was unevenly distributed, the demands of the compulsory education system caused changes in administration to be adopted such as exemplified in the "Platoon Plan", whereby the school could be used throughout the day by different groups of children so that none would go without training even in the most congested districts. Similarly, the desire to Americanize the immigrant population resulted at an early date in keeping the schools open at night for purposes of adult education. Again, during the summer vacation, city schools were opened for voluntary attendance by children upon courses of a much less technical nature than those pursued during the regular school term. Throughout the country, moreover, the schools are becoming more and more regarded as community centres for the social and recreational use of the local population. In all these respects American experience has lessons for Chinese consideration.

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Every educator can rejoice at the condemnation made by the Mission of the excessive use of the lecture as the chief method of instruction in Chinese schools: "The assumption that the only, or best, way to teach is to lecture, which we have noticed already in connection with primary education, attains in secondary schools portentous proportions".† This is emphatically not an American importation. The lecture system exists in the United States, but nowhere else in the world has it such a minor place. In American secondary schools, the recitation, the quizz, and the discussion are the chief methods of teaching. Moreover, in no other country does the library play so large a part in education. It is regarded as the laboratory of the humanistic subjects to which the students are constantly referred to look up ma-

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\* Page 62.

† Page 111.



terial for their studies. In no other country also is science taught in the secondary school to such an extent by laboratory methods, i.e., by the student discovering the principle involved as the result of his own experiment instead of hearing it given in a lecture by a teacher or seeing it drawn from an experiment performed by a teacher. This is a costly method of teaching and because of lack of funds the average Chinese middle school and university lack the necessary equipment. It is largely because of that fact that the China Foundation, organized by means of the remainder of the Boxer Indemnity returned to China by the United States government in 1924 has devoted a large part of its funds to making grants to scientific institutions.

The American student studying in continental European universities is always struck by the preponderant place assumed by the lecture method in which the student plays no part save that of a listener and is expected neither to ask questions nor enter into discussion. The "case" method of teaching law is an instance in point. It is an entirely American institution in which the professor instead of delivering a lecture on the principle of law involved and illustrating from cases, gives all the facts concerning a number of cases and then as the result of quizzing the students draws from them the principle involved. It is a cooperative instead of an authoritarian method of teaching.

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One of the most interesting discussions in the Mission's report refers to the relations existing between students and teachers and to the students' attitude towards discipline and the administration of the university.\* "Chinese educationalists of wide experience have repeatedly spoken to us of what they variously describe as the lack of discipline, contempt for authority or anti-social spirit prevalent in certain universities. . . . What is serious is not the occurrence of occasional outbursts in response to abnormal provocation, but the permanent conditions of which they are

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\* Pages 167-171.

merely one, and not the most important symptom".† "What is distressing is that a good deal of the academic disorder which gives rise to criticism appears to be the result, less of high spirits, than of disillusionment among students, neglect of duty by teachers and weakness on the part of administrators".‡ "Further trial should be given to the policy already adopted, we understand, by certain universities, of giving representatives of the students a recognised place in the academic constitution, and of consulting them on the organisation of studies; questions of discipline; and other matters of common interest."¶

The relation existing between professors and students in American colleges and universities is a source of pride to American educators. It is also a source of constant and admiring comment upon the part of foreign students in the United States. The relation is in most cases one of friendly and helpful cooperation. The reports of foreign students almost invariably mention that the American professor is far more approachable than is his European colleague and more interested in aspects of the student's life other than the merely scholastic. This is due to a fundamental difference between the ideals of American and continental European educators. The latter look upon the education of the lycée or gymnasium as solely a matter of intellectual discipline. The American ideal of college education is far more akin to that of the ancient Greek, viz.: a rounded education in which the physical as well as the mental, the emotional, moral and social aspects of education as well as the intellectual have their place. An American educator will freely admit that the intellectual discipline of the lycée or gymnasium is far more severe than that of the American college. In neither do extra-curricular activities play an important part in the life of the student body such as they do in the American college where, indeed, they are often carried to excess. But these activities have a vitalizing influence upon the life of the students and are a partial

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† Page 168.

‡ Page 169.

¶ Page 170.



explanation of the spirit of cooperation that is a characteristic of American life. They also explain in large part the American graduate's loyalty and devotion to his *alma mater*. The great majority of Chinese students who have studied in American colleges and universities are a unit with their American colleagues in regarding the time spent at college as one of the great experiences in their lives.

Moreover, in no other country have the recommendations of the Mission quoted above been fulfilled to the extent that they have in the United States. Every progressive American college has a Student Council which considers all aspects of student problems and the relations of the students to the college administration. In some colleges the whole question of discipline is turned over to the Student Council. In some cases committees of the Student Council sit with committees of the Faculty in deciding upon changes in the curriculum and administration. Tradition is the most important element in the American student's attitude towards his college, but his feeling that he has in reality a voice in its administration is at least part of the explanation of the absence of student strikes and riots that prevail in so many other countries. It is part of his training for participation in the democratic life of his country. In all probability a graduate of a European lycée or gymnasium is more mature and has a more realistic attitude towards life than an American student of the same age. He probably knows more and knows it more thoroughly, but it is a question whether he has developed as great a degree of self-reliance, of initiative, and of adaptability as the American in the ordinary affairs of life. And this is certainly in part the result of the American's education. It is for Chinese educators to say whether these qualities are much needed in the China of today.

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Another recommendation of the report which will meet with general approval follows upon its criticism of educational standards and methods in Chinese universities. "The



first educational difficulty encountered by Chinese universities is simple. It is the inadequate preparation of many of those entering them.”\* “It is essential, we think, not only that the quality of secondary education should be improved, but that university entrance examinations should be made more exacting, and that measures should be adopted to establish, as far as possible, a common standard.”† The experience of American education in this respect must be illuminating to Chinese educators. Our situation was once as theirs now is. Secondary schools were of various grades of quality and if a graduate of one of them failed to pass the entrance examination for one university he tried to enter another with less exacting terms of admission. After much experiment American educators in 1901 adopted the very device now suggested by the report for China, viz.: a common university entrance examination. The College Entrance Examination Board was established, which has in course of time developed a system of examinations in all the secondary subjects of a nature to demand a general knowledge of the field and to make success by mere cramming much more difficult. The Board and other agencies are now making very valuable experiments in the use of objective examinations for which mere cramming would be quite useless, and in this field the thought and experience of American educators already goes far beyond anything that has been done in Europe. Moreover, the Board’s examinations have had a definite influence in causing the cultural standard of the secondary schools whose students take the examinations to approximate uniformity. The value of such a standardizing device is shown by the fact that because of the method of articulation between the public secondary schools and the state universities, it is not necessary to take the examinations of the College Entrance Examination Board to pass from the former to the latter. It is probably true, however, that the entering class of the average state university has a much larger, more

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\* Page 158.

† Page 159.

heterogenous and less uniformly qualified body of students than is true of the private university whose students ordinarily enter by way of the College Entrance Examination Board.

. . . . .

But, as the report maintains, it is undesirable that the secondary schools should be organized exclusively to meet university requirements. "It is also necessary that this education [secondary education] should be differentiated according to the varied requirements of practical life and, while remaining constantly in close contact with realities, bring its mission to a successful issue."\*

Again an American may be pardoned for believing that this desideratum has been realized to a greater extent in the United States than in European countries. In the large cities of the United States the system of secondary education provides academic high schools to prepare for college and the professions, commercial high schools to prepare for business life and technical high schools to prepare for industrial vocations. Sometimes the differentiation is made through different courses in these subjects in the same school. In many of the smaller cities and towns which can support only one high school, the system of electives prevails which, for example, enables a girl to elect courses in domestic science or industrial arts instead of purely academic subjects if her objective is something other than going to college. Differentiation in secondary schools to provide preparation for different vocations existed in Germany before the war, but the elective system within the secondary school played a very minor part. A boy made his selection of school at the age of nine and if at the end of a year or two his parents or teachers discovered that a mistake had been made, there was nothing for him to do but to continue in his course. The organization of studies in the different secondary schools absolutely prevented transferring from one to another. The Weimar Constitu-

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\* Page 102.



tion provided for the establishment of the *Grundschule* throughout Germany, whereby all children received the same education until the tenth year. This is a great improvement, and even beyond the tenth year there has been some differentiation of the curriculum in the various secondary schools; it is, however, still a curriculum that is far more rigid than the curriculum of the American secondary school. Moreover, the attitude of the average secondary teacher in Germany is opposed to the reforms introduced after the war. In fact, in some places even in Prussia, the evasions regarding the provision of the *Grundschule* have destroyed its efficacy. The rigidity of curriculum which exists in the German secondary school is also a characteristic of the French lycée. As Latin Europe has borrowed its secondary school system from France and Teutonic and Slavic Europe from Germany, it is one of the few characteristics common to European education generally. In fact, rigidity is by nature a characteristic of a highly centralized system such as the French or Prussian. The chief evil of the American system is that it permits of too great diffusion of studies. The chief evil of the European is that it may weaken individuality. Whether in this matter the European is a better system than the American for Chinese requirements is, of course, for Chinese educators to determine.

## VII.

The final page of the Mission's report\* is entitled Urgent Preparatory Measures. The first two recommendations under that heading read as follows:

1. "As soon as possible a special commission should be sent to Europe to study the organisation of school administration in the different European countries. Those sent should be men of experience who are expected to be afterwards the leaders of the reorganisation."

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\* Page 200.

2. "We recommend, further, that Chinese specialists be sent to Europe to study text-books, curricula, etc."

It is probably fair to assume that the reason the United States is not included in the proposed Odyssey of the Chinese educators is that the members of the Mission believe that the Chinese are already entirely familiar with American methods, text-books, curricula, etc., so that the future "leaders of the reorganisation" have no need to include the United States in their itinerary. If this is true, the Mission has made a mistake. American education is more stabilized than most others at the present time. Nevertheless, valuable experiments are taking place in one part of the country with which educators in even other parts of the country are only partially familiar. The Mission nowhere indicates just what is to be expected to emerge from a study of the educational systems of the European countries. Certainly it cannot imply that they are so similar that a uniform solution on any question can be drawn from them. Actually all have been unsettled since the war and, owing largely to the economic situation, none has reached a definitive form. Everything is in a state of unrest. Nowhere has a decision been reached upon such problems as centralization or decentralization, the movement for the common school, the nature of adolescent education, the character of secondary education, methods of selection, examinations, etc. The Chinese students of European school systems would be confronted with a whole series of problems, as yet unsolved, under conditions as unlike those at home as they will find in the United States. This ought not to deter them from making the study. They should seek the truth wherever they may find it—but judge for themselves.

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There is a more fundamental reason why a mission of Chinese educators might profit by a visit in the United States on its way from China to Europe or on its return home from Europe. The report of the League of Nations Educational Mission repeatedly emphasizes the fact that



China is in the process of transforming its national life and developing new ideals and objectives which will facilitate her orientation in the life of the twentieth century. Even more wisely does the report urge that it is justifiable for China to select elements from foreign civilizations for adaptation to her own but not for imitation. An American may perhaps be pardoned in closing this critique for laying stress upon the ideals upon which his country's civilization is founded and which has not been without influence up to the present in the life of the Chinese people.

The philosophy of life, which, generally speaking, the American people hold maintains that the only ethical basis for social organization is that every individual should obtain the place in society which his native capacities justify him in having regardless of birth, wealth, or social position. It maintains also that the educational system should be so organized as to enable the individual at once to serve society and find his own best mode of life in accordance with his own abilities and interests. Americans are fully aware that they are far from having realized it. But they hold it and strive towards it and they frankly believe that they are on the road to its attainment. They have given earnest of their belief in the organization of an educational ladder which reaches from the kindergarten to the university up which each individual may climb and reach the rung upon which his ability justifies him in standing. The economic constitution of society prevents many from succeeding, but America has at least organized its school system to accomplish the aim. No other great nation has. In practically all of them until very recently, not only have fees been charged for admission to the secondary school, but the system was organized to prevent articulation between the elementary and secondary school. As admission to the controlling positions in society, i.e., to the professions and higher civil service required at least a secondary education, the control of society tended to perpetuate itself in the hands of the privileged classes. It is arguable that such a system is better than the American. It is a justi-

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fiable belief, however, that Chinese patriots in remolding their system of education in order to attain objectives deliberately selected for their national orientation would be wise in investigating all foreign systems.

. . . . .

This critique opened with an expression of admiration for the report of the League of Nations Educational Mission. It closes with a similar expression. The fundamental postulate of the report that China must extract the materials for a new civilization primarily from all that is indigenous will have the hearty endorsement of every thoughtful person. It would be no success were China to secure a knowledge and control of the material equipment of western civilization and in the process of acquisition lose its own soul.



LIST OF PUBLICATIONS

Following is a complete list of those published. Those marked with an asterisk (\*) are out of print.

1919

- \*Announcement of Founding of Institute.

1920

- Bulletin No. 1. First Annual Report of the Director. 10 cents.
- \*Bulletin No. 2. For Administrative Authorities of Universities and Colleges.
- \*Bulletin No. 3. Observations on Higher Education in Europe.
- \*Opportunities for Higher Education in France.
- \*Opportunities for Graduate Study in the British Isles.

1921

- \*Bulletin No. 1. Second Annual Report of the Director.
- Bulletin No. 2. Opportunities for Higher Education in Italy. 10 cents.
- \*Bulletin No. 3. Serials of an International Character. (Tentative List for Libraries.)
- \*Bulletin No. 4. Educational Facilities in the United States for South African Students.
- \*Bulletin No. 5. Guide Book for Foreign Students in the United States.

1922

- \*Bulletin No. 1. Third Annual Report of the Director.
- \*Bulletin No. 2. Notes and News on International Educational Affairs.
- Bulletin No. 3. A bibliography on the United States for Foreign Students. 10 cents.
- Bulletin No. 4. A Report on Education in China. 10 cents.

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### 1923

- \*Bulletin No. 1. Fourth Annual Report of the Director.
- Bulletin No. 2. Guide Book for American Students in the British Isles. 25 cents.
- \*Bulletin No. 3. Notes and News on International Educational Affairs.
- \*Bulletin No. 4. Fellowships and Scholarships offered to American Students for Study in Foreign Countries and to Foreign Students for Study in the United States.
- Bulletin No. 5. Guide Book for Russian Students in the United States (in Russian). 10 cents.
- \*Bulletin No. 6. Guide Book for Foreign Students in the United States (Second edition).

### 1924

- \*Bulletin No. 1. Fifth Annual Report of the Director (The Problem of Fellowships for Foreign Students in American Universities and Fellowships for American Students in Foreign Universities).
- \*Bulletin No. 2. Hints to American Students Going to France for Study or Research.

### 1925

- \*Bulletin No. 1. Fellowships and Scholarships Open to American Students for Study in Foreign Countries.
- \*Bulletin No. 2. Fellowships and Scholarships Open to Foreign Students for Study in the United States.
- \*Bulletin No. 3. Sixth Annual Report of the Director (Observations Concerning Foreign Centres of International Education).

### 1926

- Bulletin No. 1. Handbook for American Students in France. 25 cents.
- Bulletin No. 2. Seventh Annual Report of the Director (The Junior Year Abroad, Student Third Class, Summer Schools Abroad, Institute Activities). 10 cents.



*ON REORGANIZATION OF EDUCATION IN CHINA*

1927

- Bulletin No. 1. Guide Book for Foreign Students in the United States (in Spanish). 10 cents.
- \*Bulletin No. 2. Guide Book for Foreign Students in the United States (Second Edition, Revised).
- Bulletin No. 3. The American University Union in Europe. (British Academic Degrees, France and Modern Science). 10 cents.
- \*Bulletin No. 4. Eighth Annual Report of the Director (American Education in "Backward" Countries, The Expatriated Russian Professor, Unification of Activities in International Education, Institute Activities).

1928

- \*Bulletin No. 1. The Institute of International Education—Its Origin, Organization and Activities.
- Bulletin No. 2. Not published.
- Bulletin No. 3. Ninth Annual Report of the Director (American Influence on European Education, Institute Activities). 10 cents.

1929

- Bulletin No. 1. Fellowships and Scholarships Open to American Students for Study in Foreign Countries. 25 cents.
- \*Bulletin No. 2. Fellowships and Scholarships Open to Foreign Students for Study in the United States.
- Bulletin No. 3. Tenth Annual Report of the Director (The Work Student Movement, Latin-American Cultural Relations, Institute Activities). 10 cents.

1930

- Bulletin No. 1. Foreign Students and the Immigration Laws of the United States. 25 cents.
- Bulletin No. 2. A Decade of International Fellowships—A Survey of the Impressions of American and Foreign Ex-fellows. 25 cents.

*CRITIQUE OF LEAGUE OF NATIONS REPORT*

Bulletin No. 3. Fellowships and Scholarships Open to Latin-American Students for Study in the United States (in Spanish). 25 cents.

Bulletin No. 4. Eleventh Annual Report of the Director (Some Reflections on American Educational Institutions Abroad, Institute Activities). 10 cents.

1931

Bulletin No. 1. Guide Book for Foreign Students in the United States (Third Edition). 25 cents.

Bulletin No. 2. Fellowships and Scholarships Open to Foreign Students for Study in the United States. 25 cents.

Bulletin No. 3. Twelfth Annual Report of the Director (Cultural Co-operation with South America, Institute Activities). 10 cents.

1932

Bulletin No. 1. The Foreign Teacher: His Legal Status as Shown in Treaties and Legislation—With special reference to the United States. 25 cents.

Bulletin No. 2. Thirteenth Annual Report of the Director (Overproduction of Intellectuals, Cultural Barriers, Institute Activities). 10 cents.

Bulletin No. 3. Fellowships and Scholarships Open to American Students for Study in Foreign Countries (Fourth Edition). 25 cents.

1933

Bulletin No. 1. A Critique of the Report of The League of Nations' Mission of Educational Experts to China. 25 cents.



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